

**THE REVISED SCHOOL CODE (EXCERPT)**  
**Act 451 of 1976**

**380.390 Community district accountability system.**

Sec. 390. (1) Subject to subsection (2), the state school reform/redesign officer serving under section 1280c shall establish, implement, and administer a community district accountability system under this section for all public schools located within the boundaries of a community district, including all schools operated by the community district and all public school academies located within the boundaries of the community district. The accountability system shall meet all of the requirements of this section.

(2) The state school reform/redesign officer shall implement and administer the accountability system under this section beginning with the second full school year that starts after the transfer date. After the accountability system is implemented, the state school reform/redesign officer, not more frequently than annually, may make adjustments to the accountability system that are consistent with this section.

(3) A community district accountability system under this section shall meet all of the following:

(a) The accountability system annually shall assign a letter grade of A, B, C, D, or F to each public school located within the boundaries of the community district.

(b) The accountability system shall assign the letter grades under subdivision (a) based on a point scale from 0 to 100 points, using the total points achieved by a school to determine the letter grade. The state school reform/redesign officer shall determine how many points are necessary for each letter grade.

(c) The points under subdivision (b) shall be assigned based on a school's performance on proficiency measures, growth measures, and nonacademic measures, as prescribed under subsection (4).

(d) If possible, a school's performance on proficiency measures, growth measures, and nonacademic measures shall be based on the average of the results from the 2 most recent school years for which the data are available. If 2 years of data are not available for a particular measure, the school's performance for that measure shall be based on the results from the most recent school year for which the data are available.

(4) In determining the number of points to be assigned for each public school under subsection (3), the state school reform/redesign officer shall ensure that not less than 80% of the total points assigned are based on the combined weight given to proficiency measures and growth measures. Of the combined weight given to these 2 measures, growth measures shall account for at least 50% and not more than 70% of that combined weight. The balance that is not based on proficiency measures and growth measures shall be based on nonacademic measures. All of the following apply to these measures:

(a) Proficiency measures shall include all of the following:

(i) For a public school that operates any of grades K to 8, both of the following:

(A) Overall proficiency as measured on the English language arts and mathematics portions of the M-STEP.

(B) Proficiency for continuously enrolled pupils as measured on the English language arts and mathematics portions of the M-STEP. This shall be based on the percentage of pupils who have been enrolled in that school for 2 or more consecutive school years who achieve proficiency or advanced on these portions of the M-STEP, assigning equal weight to English language arts and mathematics results.

(ii) For a public school that operates any of grades 9 to 12, all of the following:

(A) The percentage of pupils who graduate within 4 years.

(B) Pupil scores on the college entrance examination component of the Michigan merit examination under section 1279g(2)(a).

(C) The percentage of pupils enrolled in that school in college level equivalent courses and the percentage of those pupils who pass the courses and achieve the score on a college level equivalent credit examination that must be achieved to qualify for college level equivalent credit for each of the courses. As used in this sub-subparagraph, "college level equivalent course" and "college level equivalent credit examination" mean those terms as defined in section 1471.

(D) Overall proficiency as measured on the social studies and science portions of the M-STEP.

(b) Growth measures shall include all of the following:

(i) For a public school that operates any of grades K to 8, all of the following:

(A) Overall growth among all pupils enrolled in that school for the full school year as measured by growth achieved from 1 school year to the next on the English language arts and mathematics portions of the M-STEP, assigning equal weight to English language arts and mathematics results.

(B) Growth among continuously enrolled pupils as measured on the English language arts and mathematics portions of the M-STEP. This shall be based on the average student growth achieved from 1 school year to the next among pupils who have been enrolled in that school for 2 or more consecutive school years on the English language arts and mathematics portions of the M-STEP, assigning equal weight to English language

arts and mathematics results.

(C) Growth among the bottom 30% of pupils enrolled in that school as measured on the English language arts and mathematics portions of the M-STEP. This shall be based on the average student growth achieved from 1 school year to the next among pupils whose test scores for the first of the 2 school years were in the bottom 30% on the English language arts and mathematics portions of the M-STEP, assigning equal weight to English language arts and mathematics results.

(ii) For a public school that operates any of grades 9 to 12, both of the following:

(A) Progress made in improving the percentage of pupils who graduate within 4 years.

(B) Progress made in improving pupil scores on the college entrance examination component of the Michigan merit examination under section 1279g(2)(a).

(c) Nonacademic measures shall include all of the following for all public schools, regardless of grade level:

(i) Student survey results. The student survey shall be procured from a third-party vendor and must include measures of student engagement and pupils' perceptions of school safety and learning environment. There must be published evidence of the reliability and validity of the student survey instruments used, including evidence that the survey results are predictive of student growth results and that the survey results can be used to make meaningful distinctions in performance across schools.

(ii) Year-to-year reenrollment rates, as measured by the percentage of pupils who enrolled in that school in the current school year among all pupils who were enrolled in that school at the end of the immediately preceding school year, excluding those who moved residences or completed the terminal grade in the school.

(iii) Absenteeism rates, as measured by the percentage of pupils enrolled in that school for the full school year who miss more than 10% of school days.

(iv) Parent participation in school satisfaction surveys. In determining a school's performance on the nonacademic measures, this measure may not be given more than 1/4 weight among the measures listed in this subdivision.

(d) For public schools that operate a configuration of grade levels that includes pupils in both any of grades K to 8 and any of grades 9 to 12, the public school's performance on proficiency measures and growth measures shall be determined using a weighted average of the measurements under subdivisions (a) and (b).

(5) The accountability system under this section shall remain in effect until a state accountability system is established by the legislature for all public schools in this state and is designated as replacing the accountability system under this section. If such a state accountability system is established, the accountability system under this section is terminated and the public schools located within the boundaries of a community district are subject to that state accountability system as provided under that system.

(6) As used in this section, "M-STEP" means the Michigan student test of educational progress or a successor statewide assessment adopted and implemented by the department.

**History:** Add. 2016, Act 192, Imd. Eff. June 21, 2016.

**Popular name:** Act 451